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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Fundamentalism in Education

RELIGIOUS fundamentalism insists upon an endless Hell after Death, while educational fundamentalism insists upon a Hell in action before Death.

There are several kinds of educational fundamentalism one of which is collegiate fundamentalism which consigns every American youth to a fiercely hot time if he tries to get an education without accepting by demonstration the traditional creed of secondary education.

For illustration, a brilliant applicant for admission to the most fundamentally orthodox university in the New World was conditioned in Latin. That was when Latin was required. He did not work off the condition, but led all of his classes in chemistry and kindred sciences. The keen-nosed registrar discovered after four years, when the time came to grant him his diploma, that he had never worked off the condition of high school Latin. He was given his choice of retaking high school Latin or going to the educational Hades, and having a hot time as long as he lived without his degree. He chose Hades.

There are denominational educational fundamental organizations, so to speak, that send institutions to Hades if they do not subscribe in every particular to the sacred creed of the organization. For instance, a State Teachers College lives in Hades when it goes to the Legislature, when the newspapers rate it, when the United States Bureau of Education publishes its list of recognized colleges, because its creed is too liberal, that is, it lets too many into heaven, so they all go to Hades together.

As in religious fundamentalism the ancient and honorable educational fundamentalists rejoice most loudly when they ticket a youngster for the hot place, and the hotter it is the greater is their fanatical zeal. To have a part in creating a safer curriculum to turn an aspiring youth downward when he tries to go upward, is the greatest glory for any loyal educational fundamentalist.

But the "educational fundamentalism" reaches the *n*th power of joy when through the charm of the "Iku" creed it can put a youth into Hades at an earlier age and keep him there longer than ever before.

There is nothing quite so amusing today as to see school men and women frantic over the sins

of religious fundamentalists while besieging legislatures to pave the road to Hades for those who neglect to sign their educational fundamental creed on the dotted line.

Cammack and Melcher

THE unanimous election of Dr. George Melcher as superintendent of Kansas City, Missouri, as I. I. Cammack, of his own choice, becomes superintendent-emeritus, suggests several unusual comments to the high credit of the city.

J. M. Greenwood was superintendent of Kansas City for thirty-nine years. He took the schools when the city was merely a large village, and he was the leader during the creation of a city of large national importance.

I. I. Cammack, Greenwood's assistant, who had been in the system for a quarter of a century, succeeded to the superintendency, and Dr. Greenwood became superintendent-emeritus.

Now Mr. Cammack, who has been in the system forty years, fourteen years as superintendent, becomes superintendent-emeritus, and his assistant, George Melcher, becomes superintendent.

For more than half a century, all the time that Kansas City has been a real city, there have been but two superintendents, each of whom became a superintendent-emeritus, and never has a superintendent been elected in this half century except as a promotion of the assistant superintendent.

There has been no parallel to this in American school history.

Heroic Regulating

AT the beginning of the 1927-28 basketball season Vaughn S. Blanchard, supervisor of athletics in the Detroit high schools, sponsored a rule which required that the coaches of contesting teams should sit together among the spectators and leave the entire management of the two teams to the respective captains from the start of the game until the final whistle.

Since the season closed Mr. Blanchard has asked for written statements from students, players, coaches, and principals, and he finds that there is a majority sentiment in favor of retaining the rule.

Unusual College Announcement

MARSHALL COLLEGE, Huntington, West Virginia, M. P. Shawkey, president, had an exceptionally interesting and important commencement this year. The exercises were held in the new Keith-Albee Theatre, which seats 3,000 people. Bishop Edwin H. Hughes and Dwight W. Morrow, both born in West Virginia, and the latter in Marshall College, were the chief speakers. Among the guests were Governor Gore, ex-Governor White and ex-Governor Hatfield. A Marshall College scholarship was presented to Charles Marshall Scott, the six-year-old great-great-grandson of Chief Justice John Marshall, after whom the college was named.

The first honorary degree the institution has ever granted was conferred upon Ambassador Morrow. The same degree, Doctor of Laws, was conferred upon Coach Yost of Michigan, who was born in West Virginia, in recognition of his great service as a builder of the big physical education program of Michigan, and as a promoter of the idea of strong character types among college boys.

A Noble Vision

HENRY FORD says: "I am not a success except as an assembler of tools. My real work remains to be done." That is a noble vision. Everything depends upon how his vision develops. It was not a real vision of value when it eventuated in the "Peace Ship," in the "Anti-Jew" Independent scheme, or in Senatorial aspirations. He has been an immense industrial and sociological success. We can have boundless faith in his vision in the direction of his successes.

Automobiles are made in one-tenth of the time required ten years ago, and they are about ten times as well made.

Intelligence Measurements

INTELLIGENCE Tests and Measurements produce results to be used and not abused.

The Harvard Graduate School for several reasons is scholastically famous, and Dr. Dearborn has made a large contribution to its fame. He had the advantage of a long and intimate acquaintance with Dr. Walter E. Fernald, and we have known no one whose acquaintance could contribute so much to an educational thinker in the pedagogical complexity of today, and Dr. Dearborn benefited more than any one else from such acquaintance.

"Intelligence Tests: Their Significance for School and Society," by Dr. Walter Fenno Dearborn of Harvard (Houghton Mifflin Company), should be read by every one who cares for a reserved seat in the grandstand while the present professional game is attracting crowds who are wild over home runs.

Of course the professional jazzers on the bleachers will never read anything as sane as the writings of Dr. Dearborn, for it requires too great an investment of brain power.

Yale University sets a noble educational example by expelling the owner of an automobile that killed a woman, and the student who was driving the car.

M. Joseph Kinsella

AN EDUCATIONAL publisher of high achievement has rested from his labors. M. Joseph Kinsella, president and founder of the Frontier Press Company, died at his home in Buffalo, N.Y., June 23, after an illness of three weeks.

Mr. Kinsella was a native of Medina, N.Y. He brought to his publishing task the knowledge and training obtained in public high school at Wilson, in Normal School, and in the law department of Cornell University, from which he was graduated in 1900. He practiced law for several years.

It was in 1907 that M. Joseph Kinsella and his brother, Albert S. Kinsella, established the Frontier Press Company in Buffalo. Three other brothers, William J., Edward A., and Thomas L., later joined the company. William J. Kinsella died three years ago.

The company operated by the Kinsella brothers has published two of the best known single volume reference books in the United States—the Standard Book of Facts and the Lincoln Library of Essential Information.

The Journal is informed that the business will be continued by the three remaining brothers, with the same policies and ideals as heretofore.

Our sympathy is extended to the Kinsellas in their loss, together with our confidence in their successful handling of a large and important business.

New Education Degree at Stanford

DOCTOR of Education is to be offered for Three-year Graduate Course. The Board of Trustees of Stanford University has approved a plan, submitted by Dr. Edward P. Cubberley and the faculty of the School of Education, for the establishment of a three-year graduate program of study leading to the professional degree of Doctor of Education (Ed. D.), after much the same plan as that now followed at Harvard. The new degree is to be primarily a professional degree, analogous to traditional degrees in law, medicine and engineering.

Three main reasons for the new degree were influential in its establishment. First was the desire to create a professional degree of equal weight and difficulty with the present Ph.D degree, but with the emphasis on professional preparation and mastery of educational materials rather than primarily on research; second, was the desire to provide a master-teacher type of degree to prepare a better teacher in subject-matter fields for the rising junior colleges; and third, was the desire to create a new university degree that would relieve all departments of the university from the pressure of those older candidates for the Ph. D. degree who are not primarily interested in research, but who are good teachers in the colleges and normal schools, and who seek the degree due to pressure from the institutions with which they are connected, rather than from any deep interest in the advancement of knowledge through research.

The new degree is to be of two types, one to be known as the school administrator type and primarily designed to prepare for school administration and the teaching of education in universities, colleges and normal schools, and the other is to be known as the master-teacher type and primarily designed to prepare a new type of teacher in subject-matter fields for the junior colleges and for small colleges generally.

The time requirement for the two types of the Doctor of Education degree is the same, viz., a minimum of three years of study beyond the A. B. degree. Each type of the degree likewise is based on the completion of the A. B. and A. M. requirements for graduation in the School of Education, except that A. B. graduates from other schools or departments may be permitted to make up undergraduate deficiencies in Education by individual study, as well as by taking courses.

The chief differences between the new degree and the general university degree of Doctor of Philosophy will lie in that the emphasis for the new degree will be placed more on a broad and systematic knowledge of education as a field rather than on research; that the thesis may be an organization or application of existing knowledge, as well as a contribution, instead of being exclusively a contribution as for the Ph. D. degree; and that the reading knowledge of German and French now required for the Ph. D. degree is changed to one modern language for the master-teacher type, and may be waived entirely for the administrator type of degree. In place of the language requirement the candidate will be expected to evidence a wide mastery of selected fields in Education, and to extend his reading and study beyond the scope of the courses given, much as does the English university student in the honors courses.

The aim will be to make the new degree as difficult to secure as is the Ph.D. degree, but to substitute a different type of difficulty and one of much more value as preparation for junior college and college teaching and professional work in Education. The creation of a teacher's degree by the leading universities, analogous to the Ph. D. degree in time and scope, was recently recommended by a committee of the American Historical Association as desirable from the point of view of historical study. Harvard and California have recently established the degree of Doctor of Education.

Belding's Page

THE GREATEST GIFT

MODERN instruction has gone far in the direction of discovering the child's viewpoint. But the ability to do this has characterized all good teaching since the world began.

The richest gift an educator can have is that of ready insight into the thoughts and motor impulses of individual pupils.

Over two million people in the United States are enrolled in home study or correspondence schools. Many of these students were never awakened to the importance of study until they had left school behind them and gone out into business, where they learned to appreciate what they had not got from school.

The splendid work which true teachers are doing in removing obstacles from the minds of pupils and enabling them to appreciate and use their opportunities here and now can never be fully estimated.

Queer quirks may exist in any youthful brain that prevent the child from coming to grips with study. In some cases nothing that the best of teachers could do would iron out those kinks. Nothing short of contact with the teeming life of the adult world will suffice to arouse the desire for instruction. But as the nation's teachers go on discovering the child and developing their own powers of approach and sympathy, the percentage of pupils who take full advantage of their early opportunities will increase still more than in these fruitful years just past.

ENCROACHMENTS

EDUCATORS were surprised recently to read that summer resort interests wanted schools to let out earlier in the spring and open later in the fall, in order that the outing season might be lengthened.

The surprise lay in the discovery that some parents are actually deterred from going away, or do actually come home sooner than they wish to, because of their children's school appointments.

It seemed as if every family that could afford a long summer away from home was pulling out its children and holding them out at will.

However, the resort folks must know.

MANAGEMENT OF MONEY

THE schools of Brookline, Mass., are doing splendid pioneer work in teaching boys and girls to manage money. So gratifying have been the results of the experiment started in January under direction of Miss Florence Barnard, that a one-hour course will soon be available to pupils in most of the grades.

Let no one suppose that a course in money management puts too much stress upon material things. The purpose of such a course is to enable students to handle money in such a way that it will not seem the one all-important factor in life. The thought of giving is emphasized in addition to thoughts of saving and spending.

The schools have been making progress in teaching children to build savings accounts. But their financial problem is larger than saving alone. Children who earn money and children who have allowances from their parents need training from the first in wise disbursement. Such training practiced through life will make for happiness.

WHERE PARENTS CO-OPERATE

THE one thing that causes parents to form an association is their interest in the schools. They want their children to have the best possible instruction under the guidance of teachers who are a fine influence. The organized parents want wholesome condition of school life.

The surest way to kill this parental interest in the schools is for educators to act superior and supercilious. Parents may have to admit that they are amateurs in matters pedagogic, but they prefer not to have this fact rubbed in. Amateurs or not, they have the custody of children a great deal more of the time than the teachers do. And the wide-awake teacher or principal can learn much from the parents which will help to a correct understanding of the homes from which the boys and girls emanate.

Parents possess a great deal of information about the schools. Some of the information is distorted and exaggerated. But a lot of it is authentic. Children discuss school matters quite frankly at home these days. Often the facts revealed and the impressions created in the minds of parents are productive of worthwhile ideas as to how conditions might be improved in classroom, corridors or playgrounds.

School people should meet parents halfway in the discussion of school affairs. The parents have some constructive criticisms to give as well as things to learn. Teachers have things to learn as well as things to impart. Co-operation is never successful when it is expected to work one way only. Concerted efforts of parents can frequently procure material improvements, such as more playgrounds, new schools, higher salaries, laboratories, pianos, pictures, and what not. But parents have a right to expect cordial attention to their suggestions of internal betterments, in methods, atmosphere, relationships and other matters.

Anson W. Belding.

Associate Editor.

More Messages from Minneapolis

The Presidential Address

By CORNELIA S. ADAIR

Retiring President of the National Education Association

IN 1914 the National Education Association was the first group to sound the challenge to the states for the removal of illiteracy. Two years ago the Chamber of Commerce of the United States published a bulletin called "Four Years of Opportunity." It contained a discussion of the illiteracy problem in the United States and urged each state to endeavor to reduce the number of its illiterates before the 1930 census. Much of the material in this bulletin was gleaned from the reports of our own Illiteracy Commission. It hardly seems possible that we should have so long remained inactive in the face of the immense financial, social and spiritual losses we were suffering in this country through the illiteracy of our people. In every state there are literally thousands of native-born illiterates—both white and colored.

This is a day of research. Every business of any size has such a department. Our own research division has grown immensely in scope and influence in the five years it has been in existence. Because of the wide-spread desire for definite information, and because of the lack of sufficient data as to what has been, and is being, done the executive committee has recommended that we set up within our research division a plan for the co-ordination of educational research. This will necessitate the employment of an additional research assistant and the extension of our present contacts with the Bureau of Education, the universities and other agencies. We hope, for example, to secure the interest and co-operation of specialists in different phases of educational research who will list and evaluate current material. Periodic, annotated bibliographies will be published, and much duplication of effort and expense will be eliminated. Thus we will help to carry on until the passage of our bill for the establishment of the Federal Department of Education.

There is but one constitutional justification for expending the tax funds of the people upon the public schools. It is to insure the general welfare by increasing the common knowledge and common ability to think accurately and straight. The public schools of the United States are attended by more than twenty million Americans at the most impressionable periods of their lives. The slant of their thinking will determine the public policy of tomorrow. For this reason the utmost care must be taken to avoid the introduction into the public schools of propaganda of a kind that will bias their future judgments.

The statement that members of college faculties are individualists interested in nothing outside of their own fields has been frequently made. It has also been said that they are not interested in the National Education Association. Our efficient secretary has in his office hundreds of letters that would disprove both of these statements. As a result of the resolution in regard to tenure of office and salaries of college teachers a new co-operative relationship has been established with colleges and universities. The outlook in this direction is most favorable.

Due to the shift in industry from one section to another, and other causes, there has been an apparent oversupply of trained teachers in some states and a deficit in others. This necessitates provision for an exchange of professional certificates. A special committee, under the chairmanship of E. C. Doudna, secretary of the Board of Regents of the State of Wisconsin, is in charge of this work.

The progress made in raising the standard of training for teachers is astonishing, but, with a few exceptions, salaries have not increased in an equal proportion. Unless the public can be made to appreciate the direct relation between better teachers and better salaries, these well-trained young people will be forced to go into other lines of work.

Seventy years ago the National Education Association was organized "to elevate the character and advance the interest of the profession of teaching and to promote the cause of education in the United States." This movement had two closely allied objectives. One has sought to create the tools of good teaching—courses of study incorporating subject matter and activities suited to the needs of all children, teaching techniques based upon experience and scientific experiment. The other has endeavored to recruit the teaching profession from the intellectually elite among the young people of the nation and to secure social and economic recognition for teachers comparable to that accorded to the members of other professions that demand the equivalent in character, training and responsibility.

The attainment of these objectives calls for leadership of the highest quality, unselfish, persevering, idealistic—leadership worthy of the descendants of pioneers.

Perhaps the greatest service that our National Association is rendering is helping local and state associations in developing within us teachers a finer professional spirit—a larger vision of the place of education in the social, civic, and economic life of our communities. It challenges us to further professional study that may better fit our-

selves for our daily tasks, to painstaking experimentation that we may improve our methods of teaching; to scientific study of child life, that we may better understand the abilities, interests, ambitions and accomplishments of each individual pupil. Our National Education Association challenges us to live life on a high plane—to live it abundantly in order that we may interpret it more accurately to the developing boys and girls with whom we work. Our National Education Association inspires us with new courage because of the co-operative effort of its 181,350 members. It binds the teachers of the nation together in one great professional organization, with a common understanding, common ideals, and one common purpose, namely, service to the children of America.

Human Engineering the Task

By J. F. WRIGHT
Executive Secretary, Pathfinders of America, Detroit

TRUE citizenship is not determined by an oath of allegiance to any one flag, it is measured by allegiance to principles that make for citizenship in every man's country.

The man or woman living today who is ninety years of age has lived to witness more material progress than all the people who have ever lived before this time. In fact, history does not record another race so God-like in its material progress as the present race, as we have changed the very face of nature by boring through mountains, tunneling under river beds and changing deserts into harvest fields. We have defied the laws of gravity by leaving the earth and speeding to the clouds and flashing our messages through the air to men and nations in all parts of the earth. This has been possible only through the triumph of principles in all kinds of engineering—mechanical, electrical, steam, gas, civil and others.

But what of our spiritual progress? Notwithstanding the billions of dollars we have invested in schools, colleges, universities, churches, Sunday schools, Y. M. C. A., Y. W. C. A., libraries, lodges and other uplift organizations and the millions we spend annually to maintain them, our annual crime bill in the United States is fifty per cent. greater than the combined net earnings of every corporation in the United States.

Who are the criminals? The very same people we are spending so much money on in our schools, colleges, universities, churches and other organizations. What is the remedy? Humanization through constructive education—not war or legislation—is the only hope of civilization or Christianization. What is humanization? Man is humanized just to the degree that he understands and appreciates his individual relationship and personal responsibility, and this can be accomplished only through the triumph of principles in human engineering, just as free from sectarian and political implications as in the solution of our material and physical problems.

Student Participation

By J. F. WELLEMEYER, Principal
Kansas City, Kansas

STUDENT participation in school government is an established fact. If properly directed and administered it becomes a vital and necessary element in the administration of any high school, and the question is essentially one of proper administration of some such plan.

The success or failure of plans for student participation in high schools depends on essentially three things; first, the organization of the student body must be so guided and directed from the standpoint of administration that student projects have an immediate and definite chance for successful culmination, thus lending encouragement rather than discouragement to the student group involved; second, the student representatives in charge of any project in student participation must command the confidence and respect of the entire student body to such an extent that their plans are received not with mere acquiescence but with enthusiasm by the entire student body; third, any student project attempted under the approval of the administration of the school and accepted whole-heartedly by the student body should have the active and cordial support of the entire faculty group in order to give it a good chance to succeed.

It is safe to say that on a conservative estimate fifty per cent. of high school administrators and teachers are shirking their duties and avoiding responsibility in the name of a half-hearted adherence to the student government idea. School administrators and teachers can so set the stage that student participation plans will succeed. On the other hand, if teachers and administrators are perfectly willing to put all responsibility for student problems that arise on the students themselves, without assisting in a vital manner in the organization of a student reaction, they are certainly not playing fair with the whole problem.

Student Council as Aid to Morale

By R. R. CROMWELL, Principal,
Central High School, Peoria, Illinois

THE public taxes itself for the support of the high schools—principally for the purpose of producing an intelligent and patriotic citizenship, and secondarily, for the purpose of preparing for college.

Governor Fuller of Massachusetts, in an address before the last meeting of the Department of Superintendence of the National Education Association, said: "Cannot the schools better serve our boys and girls by placing upon them a little more, and upon their teachers a little less, the responsibilities that are normal to school life? I cannot help feeling that a boy who is brought constantly face to face with his own responsibility for his work and conduct will be likely to grow to be the kind of a man who will come to his work with a responsibility toward it, and with an understanding that he must, of and within himself, meet the questions of the day without leaning too constantly upon others for guidance and help."

Self-preservation of our democracy demands that the high school stress citizenship above all other objectives, and prominent leaders and leading educators recommend that we try to develop civic responsibility.

A high school should therefore be a laboratory for teaching citizenship, even if it interferes with scholarship, although I have never found that teaching responsibility for citizenship through student co-operative self-government and developing scholarship were necessarily incompatible.

I have been asked by the chairman to tell you about some of my experience in dealing with a student council. The preamble to our student government constitution, which was drafted by a committee of students and two faculty members, reads as follows:—

"We, the members of the student body, in order to train ourselves in the principles of self-government, to instill respect and obedience to law and authority, to promote excellency of scholarship, to further a complete co-operation between faculty and students, and to promote loyalty and pride in the students, to our school, do adopt this constitution for the student body of Peoria High School."

This will be followed by excerpts from editorials in our school paper, and speeches made by candidates for student body president and their campaign managers during our presidential primaries and campaigns. These are the best mirrors of the attitudes and ideals that are actully developed in students by student government.

I do not make any particular agent of administration a hobby. I do think that the morale of a high school has much to do with its achievements and a truly representative student council has much to do with its morale.

I have never had a student strike in my high school, although I have had them tested to the limit by school board interference in school administration.

The high school of which I have been principal these past five years has increased its holding power from 43.5 per cent. to 66 per cent. It has made both its greatest scholastic and athletic records in its history, and although it has been organized since 1856, it produced its first and only high school loyalty song, both words and music written by high school students, in that time.

I consider a student council a necessary agent of administration in a large modern high school.

The Home's Responsibility

By MRS. S. M. N. MARRS
President of the National Congress Parents and Teachers, Austin, Texas

WITH the forming of a program of study and activity for the parents of children in every state, the children for whom the schools were organized, the National Congress of Parents and Teachers is carrying forward the seven objectives of education as they have been adopted by our educational leaders. These seven objectives are: Sound health, worthy home membership, mastery of tools, technics, and spirit of learning, faithful citizenship, vocational effectiveness, wise use of leisure, and ethical character. A close study and analysis of these objectives will show conclusively that each one has a direct bearing upon the training for citizenship.

We have been prone to think of the school as the only educational agency, but when we define education as growth, we see at once that it is not confined to the school. Every experience in the life of the child has educational possibilities. The home has been called the first and greatest educational institution. It is here during the child's most impressionable years that habits are formed and ideals set up that will do much toward determining his whole attitude toward life. The home touches practically every important problem of every-day living: Health habits, self-control, responsibility, moral standards, financial judgments,

spiritual values and social attitudes and ideals. It has been said in truth that no education or influence, however powerful it may be, can altogether overcome in after life the effect of the bias given to the character of children by the daily example of their parents and the home training during childhood. The home is like a laboratory, the principles learned there for good citizenship are equal to a formula used in the laboratory of a chemist.

Mental Ability

By A. M. FIELD
Associate Professor of Agricultural Education,
University of Minnesota

THE greatest art in teaching is reaching the individual. Teaching is closely related to learning, and learning is an individual activity. If there is no such thing as group learning then, psychologically, there is no such thing as group teaching. If it is the individual who learns then it is the individual who must be taught.

Individual instruction to be of most value must be based on the needs and ability of the individual. This form of instruction adapts the school to the individual. It fits the school course to the student instead of trying to fit the student to the school. Bright students differ from dull or retarded students, but they are usually found together in the same class pursuing a course of study built by minds gifted in intelligence, but frequently lacking in appreciation of the limitations of dull minds.

Among the scientific procedures in modern education mental ability tests have come to play an increasingly important part. By the use of simple mental ability tests the teacher can determine the ability of the students and select subject matter and activities appropriate to the students' interests and needs.

Mental ability tests are not intended to select individuals for a certain course, but rather to help the teacher make the course more worthwhile for the individual who may wish to take it. The mental ability of a student may be judged by the number and quality of responses made to situations which arise in the environment in which the student is placed. In school it means the students' ability to learn or to do school work. Any plan for teaching must be conditioned by the amount and character of the learning traits of students. The results from the mental ability tests aid the teacher to set up better objectives, predict probable success, aid in guidance, diagnose class groups and set appropriate standards of achievement.

A Freshman Council

By MERTON C. LEONARD
Jersey City, N. J.

IN THE Dickinson High School, among the first-year pupils, who attend school only in the afternoon, there was organized about two years ago a student council, the purpose of which is to give pupils real experiences as citizens of a school community. Such training in citizenship is especially needed, for over sixty per cent. of them are foreign-born, or have foreign-born parents. Hence they understand neither the purpose nor the workings of democracy.

Each of the forty-five home-room classes elects a representative to the council, which meets at 11.30 a.m. to hear committee reports, discuss school policies, propose amendments to their constitution, suggest ways of elevating standards of behavior, scholarship and school attendance, and other means of improving the school. The council elects its own officers, and conducts its meetings according to the rules of parliamentary procedure. At every meeting at least one faculty adviser is present.

Through its ten committees, appointed by the president of the council, this student organization helps in the management of the school, by regulating traffic at the change of classes and at dismissal time, by restoring lost property to the owners, by seeing that all textbooks are properly covered, by helping in the preparation of programs for school assemblies, by preparing press notices for the school paper, by assisting clerks in the office, by providing student secretaries for the teachers, by taking charge of classes in the absence of teachers, by providing junior assistant instructors to help mentally-slow pupils, and by helping to run down difficult cases of truancy. Special mention should be made of the group of helpers called the auditorium stage committee; these pupils prepare the stage for auditorium exercises, as to reading stand, flag, chairs for visitors, music, screen, lantern, lantern slides, illumination, etc. During the exercises it is pupils that read the

Bible, operate the lantern with the song slides, shift lights, carry the flag, furnish music, give reports, make announcements, present plays and make speeches. All service is voluntary.

Motivation is achieved by badges, scholarship qualifications, special mention of meritorious service, by presentation of certificates of service, and a faculty-student social near the close of each term. The school favors the organization. Most teachers support it; some teachers and many pupils are enthusiastic about it. Through it pupils learn to assume responsibility, and become imbued with the spirit of helpfulness and co-operation. A student council may be regarded as a sort of laboratory for giving young people excellent training in citizenship.

Instruction in Child Training

By ANNA E. RICHARDSON
Field Worker in Child Care and Parental Education,
Washington, D. C.

SHOULD child care and training be included in the program of the public school? A recent survey shows that the schools are offering child care as a part of home economics instruction to girls and in a few cases to boys in every state and in Hawaii and Porto Rico.

Many of the children in the schools come with no ideal of the kind of home which should be preserved, or the kind of home which is worth struggling and working for. Is the school today ready to furnish this ideal to the boys and girls under its charge? Are we ready to give to our boys and girls training in some of the fundamental principles which underlie parent education? Statistics show that there are now 700,000 girls who were married below sixteen years of age, and that marriages of students completing the seventh and eighth grade produce three to four children; marriages from high school graduates, two children; while marriages from college graduates, thirty-five-hundredths to ninety-five-hundredths of a child. These facts point clearly to the need not only of our schools assuming responsibility for developing ideals of homemaking but for furnishing training in the social and biological sciences underlying homemaking and parenthood.

The large and increasing program of child care in the schools demands the co-operation and coordination of many of the subject-matter departments and educational agencies. Life's problems are not solved primarily by chemistry or mathematics, or biology, and child development and parental education demand that students be taught to use these subjects as tools in meeting life's problems. Child care and training further demands the help of school nurses, school physicians, welfare agencies, day nurseries, children's hospitals, etc. There is no subject in the school's curriculum which is more of a challenge to school authorities, for it is a course which offers opportunity to help high school girls and boys with vital functioning subject-matter which enables them to understand themselves as they understand the basis for habit formation and the development of personality traits in little children.

Student Participation

By ROY F. HANNUM, Superintendent,
Ottumwa, Iowa

TWO factors seem of greatest importance: A successful attempt at student participation of a high school is a matter of exceedingly slow growth. Student participation must begin in a small way, and take over new functions as the strength and standing of the council increase. There must be built up gradually in the student body and faculty a basis of respect for, and confidence in, the idea of student participation or the whole plan will fail. Less than a "generation" of high school students is too short a time in which to expect a safe foundation to be laid.

Of no less importance is the personality of the faculty representative whose duty it is to work with and advise the council. Many attempts to establish student participation fail because of inadequate leadership. If no suitable person is found already in the corps of teachers a wise principal or superintendent will defer action until a fortunate resignation permits him to secure a candidate who is fitted for the position.

Student participation has not solved all the disciplinary problems of our school. Nor has one hundred and fifty years of democracy reformed all our criminals in these United States, or made our courts unnecessary. Our council has, however, greatly reduced misdemeanors in the high school, and most important of all, it has completely changed the attitude of the student body toward necessary school rules and regulations. The good order of the school is now on a co-operative basis, wherein the great majority of the pupils take a constructive interest, instead of the former more or less antagonistic attitude of "teacher versus pupil." Student participation is training in citizenship.

Fitting Instruction to the Child

By LIVIA D. YOUNGQUIST
Winnetka, Illinois

OUR educational thinking *is* being directed to understanding children. Modern educational psychology teaches us: that child instincts, interests, attitudes, and abilities must be comprehended; that a large freedom is a strong environmental factor in behavior; that a favorable attitude should accompany the learner's procedure; that shorter drill periods are essential. These facts are basic for understanding children. The application of these facts can best be explained by telling of some of the work as it is done in the public schools of Winnetka.

The Winnetka curriculum is based upon four principles:—

1. Every child has a right to live naturally, happily, and fully as a child.
2. Every child has a right to master those knowledges and skills that he will probably use in life.
3. Every child has a right to develop his own individuality.
4. Every child must develop a strong *social consciousness.*

Health is a major consideration, health of body, of mind, and of spirit. Because the curriculum adjusts itself to the individual child, there are no failures, no repeaters, but rather a spiritual soundness and emotional fitness.

Through scientific investigations the needs that are common to all are found. These needs are the units of subject matter that must be mastered as the highest standard of efficiency individually. In order to master these goals the child uses self-instructive and self-corrective practice materials. There are diagnostic tests given by the teacher to determine when each child has mastered a specific unit of work.

It has been found that only half of a day need be given for the mastering of the skills and knowledge part of the curriculum. The other half of the day can be spent in social and creative work in which activity the child manifests an urge for expression and experimentation, but sacrifices this urge when the interest of the group demands it.

Individual and social activities merge when needed, but are otherwise two distinct phases of the environment of the public schools of Winnetka.

Modern Art

By ELLA M. WITTER
Central High School, Minneapolis

THE many isms in modern art, its great variety of expression, its use of unusual mediums, have given rise to a widespread idea that modern art is freakish, ugly and crude, produced by incompetents, subnormals and the commercially dishonest. Modern exhibitions and press art criticisms cause long and sometimes heated discussions adding to the layman's confusion. This problem of modern art must be met by every live art instructor.

Always there has been modern art. Possibly at no other period have the methods of expression been so varied. Competent art critics judge a large proportion of the modern so-called art as poor. Every new movement has its weak members. Our aim must be to get the viewpoint of the intelligent modernist and to understand his method of approach.

Such an artist holds as his ideal the old masters, the primitives, and claims to build on the principles known and used in the creation of the world's masterpieces. His approach lies in the analysis of the picture elements, their relation and interrelation and not in the faithful adherence to photographic likeness. In this organization of a picture lies its art quality.

Our teaching of decorative design is far in advance of our understanding of pictorial design. The naturalistic rose has gone. Joyful creative work within design limitations has long been encouraged. Picture making must be developed with this larger vision, primarily it must be the design, the creative building of the whole with lines, planes, and forms rhythmically related in deep space. Such was the realization of the old masters.

The young child is not concerned with a photographic rendering of objects. His is an expression of his idea—which to him is truth. To encourage this expression, gradually to lead him to see the beauty of contrasts, the rhythm of lines and forms, the complete design unit of his picture—rather than to force the faithful copying of details immaterial to the beauty of the composition—that is the happy privilege of the Modern Art teacher.

The Student Council an Asset

By ANNA M. HAYWARD, Supervisor,
Wiley High School, Terre Haute, Indiana

SOCIAL pressure from without has forced school authorities to see the need for more efficient citizenship. Since the old order of training for the intellect has been weighed in the balance and found wanting, the nation is demanding citizens who have been trained not only intellectually and physically but ethically as well. Student participation offers one means for such training. With the fundamental principle of what is right in mind boys and girls, through the means of student government, are subjected in school to situations that force them to consider the result of every action upon society.

For eight years Wiley High School has been fashioning its own plan of student government. The question of discipline in a great study hall developed the idea that self-government would place the initiative for good conduct not on the teacher but on the individual. To that end the first student council was formed in 1920-21. Its duties were largely advisory in character, but the plan revealed endless possibilities. From year to year the organization has been improved; its constituency has grown in numbers, and its duties have become far more diversified in character.

Today the council has charge of the monitor system and the tabulation of all passes, the collection of attendance blanks twice each day, small study rooms given over to honor pupils, home room discussion topics and discussions planned to stimulate public opinion. It has published one issue of a student handbook and it issues a school paper when there is no other agency for this purpose. To those who take an active part these voluntary services teach the value of worthy action; for the school they are projects that promote the general welfare of the community.

Pageants Aid Character

By L. DAISY HAMMOND, Principal,
John H. Patterson School, Dayton, Ohio

THE training afforded by the instructive and inspiring presentations of nationally known patriotic pageants, in which every child is reached, is of great value to a school as a means to an end—developing the characters of children.

Our pageants are not static but dynamic, changing with the times as the years pass by; they furnish the framework on which our school builds its programs of character education, for the presentations call for team work of teachers and pupils to the highest degree, all of whom are stimulated by the spirit of co-operation and the spirit of working together for a common cause, sacrificing our individual efforts when it is necessary for the success of the whole. After every presentation the children realize that greatest joy which comes from "pooling" our energies for worthwhile things.

In our services we have set our ideals, and through repeated successful active participation, they become a part of the child. Habits learned and practiced with incessant care, such as the habit of punctuality, doing a certain thing at a certain time, in a certain place, has excellent disciplinary value.

Character is formed in action, doing the thing. To think quickly and clearly while on their feet and to do their part forcefully is of great value to the children in acquiring attitudes and skills that are worthwhile.

Results over a period of many years have strengthened our faith in the character-building value of patriotic pageants, due to the fact that patriotism creates an atmosphere conducive to the appreciation of the meaning of liberty, loyalty, justice, etc. Children are imitative and enthusiastic and participation kindles their enthusiasm to emulate those ideals.

Character Basis of Scholarship

By AGNESS BOYSEN, Principal,
Lyndale School, Minneapolis, Minnesota

THE tendency throughout education today is a growing desire to introduce character education into our schools. Educators are not satisfied with the work of many of our graduates. Some of these boys and girls go out into the world and do not succeed; in fact, some are absolute failures.

The time has come when we must ask ourselves this question: What are the necessary qualities one must possess to establish a well-ordered, successful life? What must be taught our boys and girls to make them unselfish sons and daughters, considerate husbands and wives, intelligent fathers and mothers, and desirable neighbors and citizens?

We all know that to produce such characters, emphasis must be placed on honesty rather than accuracy, the knowledge of how to serve rather than the acquiring of mere information, and the desire to serve rather than a certain number of 100 per cent. averages. In order to accomplish this a radical change is needed in our curriculum.

Superintendents, principals, teachers, and pupils must unite in this common interest, and sacrifice, if necessary, the old traditional standards of gaining much useless information. Academic subject matter may be the means to the end, but never the end of itself. Each day presents countless opportunities to establish correct thinking, and not one of these opportunities must ever be neglected. Principals and teachers must be left free and unhindered that they may have time to discuss and work out these problems whenever they arise.

This, no doubt, brings to mind the problem of obtaining teachers who are capable of instilling such ideals. Only an honest teacher can teach honesty, only the teacher who has poise can teach self-control. Shall not our future teachers be chosen with other qualifications in addition to the university degree; at least until the universities are ready to promote and graduate on character growth.

Hearing That Handicaps

By HORACE NEWHART, M. D.
University of Minnesota
President of the American Federation of Organizations for the Hard of Hearing

THE magnitude of the problem of the hard of hearing has long been unappreciated. Recent investigations by modern scientific methods of the acuity of hearing have shown that in the United States there exist three million public school children with a hearing loss sufficient to be a possible handicap in their educational advancement, and later become a probable factor in limiting their economic success and curtailing their social contacts and pleasures. There are at least another three million individuals who are already definitely handicapped by their defective hearing. This situation has long existed but has been largely unrecognized except by the otologists. The latter, unaided, have been unable to successfully cope with the problem. They have realized nevertheless that a very large proportion of cases of impaired hearing are preventible if discovered early and given prompt treatment to remove the causes. Efforts in this direction on a large scale have not been possible because of obstacles inherent in the problem. Chief among them has been ignorance and indifference, with the results that there has been a gross neglect of the hard of hearing and their peculiar requirements.

The recent perfection of the audiometer, making possible the practical detection of hearing loss in large groups, growing recognition of the possibilities of preventing disease through the periodic medical examination of the apparently healthy, and an awakened interest among educators in the prevention of deafness and the conservation of hearing promise much for an effective effort to reduce the handicap of the hard of hearing.

In this effort the educator from his vantage point is destined to play a most important part. The methods for carrying on the work are already in successful operation in a number of cities. The great need at present is a publicity which will acquaint our public school authorities, the parent and the general medical practitioner with the extent of the problem and the possibilities of its solution through intelligent co-operation.

A Phone-Man's Forelook

By A. K. ASTER
Member of the Technical Staff of the Bell Telephone Laboratories, New York City

THE fundamental researches which the Bell Telephone Companies' Laboratories carry on for the benefit of all possible methods of electrical communication of intelligence are studied and equipment designed. From the laboratories, work on the electrical transmission of pictures over telephone lines developed the commercial system now in use in connecting with picture transmitting apparatus many important cities of our country. An outgrowth and extension of that work was the recently developed system of television where complete scenes were simultaneously transmitted and reproduced for an observer. Electrical eyes scan the scene and transmit it electrically to a distant point where the scene is reproduced in light and shade on the screen.

Television as an aid to visual education is still far in the future, but talking motion pictures are here to say. Adding to its development of accurate methods of transmitting, recording, and

reproducing speech and music, the laboratories arranged mechanisms for synchronizing the recording and reproduction of sound and scene in audible motion pictures. Two systems have been developed in the laboratories to accomplish this, and its developments are rapidly being applied in the field of amusement programs. Immense possibilities for visual instruction are involved in these advances.

In its own educational program, however, certain unique films have been produced by the laboratories. Educational films are essentially informational, and are constructed by writing a logical series of titles and then illustrating these titles in any way whatever which promises to be effective. In another type of film, of which those developed in the laboratories are examples, logical outline inheres in the pictures themselves and the titles are incidental. The sequence of the pictures is designed to develop in the mind of the observer a train of thought in which he arrives logically for himself at the desired scientific conclusions.

The Hard of Hearing

By ALICE G. BRYANT
Member American Society of Heating and Ventilating Engineers, Otologist and Laryngologist, Boston, Massachusetts

THE hard-of-hearing trail behind, as seen in class-repeating and class-repeatings. Widening and deepening barriers exist between their educational knowledge and experiences and those of their hearing comrades. In 1926 the National Education Association created a department of lip reading. There are 3,000,000 hard-of-hearing school children in our public schools. In New York City 14.4 per cent. of the children have defective hearing.

Dr. Fletcher invented the phono-audiometer. It is useful, time-saving, exact and reliable. It records simultaneously the hearing of many groups of pupils. The per cent. of hearing losses are known. The deaf and the hard-of-hearing are classified. The hard-of-hearing are referred to the lip-reading teachers for instruction.

Lip-reading is an indispensable contribution to the education of the hard-of-hearing. It bridges over the silent speech pathways between them and their hearing comrades. It prepares them for stresses of life, skilled positions, fields of usefulness. It enriches their outlook, understanding, knowledge, experience and social relations. It shields them from unprofitable, undesirable, unqualified and misdirected paths.

Segregation of the hard-of-hearing is unnecessary and unjust. Lip-reading classes should exist, but companionship of normal hearing pupils in the regular classroom is necessary. To criticize or to become impatient with the hard-of-hearing is unwarranted. Hearing individuals should enunciate clearly and face their hard-of-hearing listeners. They should avoid the improperly modulated and high-pitched voice, face, hand, and shoulder contortions. All add to nerve strain or "fatigue deafness."

The causes of impaired hearing are sometimes baffling. It always will be a persistent stimulus to aurists and research workers to run to earth these hearing defects. The children with impaired hearing have long enough been innocent, helpless, unguided shareholders in the plant of education. They should have the initial advantage of a common pupilship.

Citizenship Training

By F. M. GREGG
Nebraska Wesleyan University, Lincoln, Neb.

CHARACTER education is too complex, and depends on too many factors to be wholly controlled by any formal system of public education. For instance, if the leading citizens of a community are known to patronize hip flasks on social occasions, and the report thereof becomes a matter of levity in social circles, any teaching of the schools on the subject of respect for law is promptly nullified. Now would any teaching of the virtues of temperance and sobriety be effective in any high degree among a bibulous population whether or not there is any such thing as an Eighteenth Amendment? This same type of comment can be made with respect to honesty, regard for property, virtue in womanhood, or any other moral quality that distinguishes civilized man from untutored savages. Our commonwealth and no other will ever be wholly restored to ideal citizenship through the work of the schools alone.

The present state of moral flux is not to be

attributed to the World War, the Volstead Act, or to any other single force or influence that the partial student of human society may chance to select. It is a combination of many causes that brings about what seems in some respects, at least, to be a moral breakdown of our times. Perhaps the nearest approach we could make toward the discovery of a single cause would be the wide-spread use of cigarettes, which so quickly narcotize the moral sensitivities of our boys and girls.

To discover all the widely scattered demoralizing influences, and to seek the adequate way out, it would seem desirable in many commonwealths to call a great congress on morals and character education to uncover the trends, forces and influences that control the current type of citizenship and to seek, not to draw up more laws for the statute books, but to set into operation such a measure of public opinion as shall combat evils that now go unchallenged, and to re-enforce the struggling goods that are now too weak for victory. To such a congress of some hundreds of citizens there might well come high-minded men and women from among educational organizations, parent-teacher congresses, ecclesiastical groups, commercial clubs, luncheon clubs, credit men's associations, organizations of county attorneys and sheriffs, and every other kind of organizations with altruistic objectives. It is not impossible that a congress will be assembled next winter in Nebraska.

While still considering character education in general, it might be added further that owing to many recent shifts in social and material life, there is a great need for evaluating and refining a code of morals for life as it now is. Current history and sociology could be made to yield a dependable list of desirable and undesirable social practices. Imagine the effect of the fine code that could have been worked out by such great spirits as Count Tolstoy, Cardinal Mercier, Pastor Wagner, William E. Gladstone, Theodore Roosevelt, Woodrow Wilson, Phillips Brooks, Frances Willard, and Alice Freeman Palmer. Endowed with high purposes and great human understanding such a group as that could not have come far from thinking after him, the thought of a Great Intelligence, and in giving to our times an approximation to an ideal moral code.

Our great institutions of learning spend several hundred dollars a year on each of their students in developing skills in English, in finance, in linguistics, in agricultural practice, in hog-cholera control, in automobile manipulation, and a hundred other matters of material concern. They also make extensive studies of social psychology and the control of people's behavior in salesmanship, in advertising, and in the decisions of a jury; but definite set-up is rarely provided for the scientific discovery of moral fact.

Is gambling, social or subterranean, good for society? Is the hip-flask the scientifically indicated remedy for human complexes and mental inhibitions? Is it wise or fatuous for a woman to spend a large part of her time at a bridge table? Is cigarette smoking among girls and women a harmless pastime? Is the reading of salacious matter by the boys and girls of our junior and senior high schools an adequate return to the schools for their painstaking efforts to develop the art of silent reading? Surely the answer to all these questions can be revealed by scientific investigation.

The three major opportunities for character education lie in influencing a pupil's disposition, his sentiments or ideals, his habits, and the character of his accepted "social gallery."

Touching briefly on the place of ideals in character education, it may be said that we need a clearer statement of technique than we now have. An ideal is an emotionalized concept. It is a sentiment, in McDougall's use of that term, and involves the exercise of emotions in connection with concepts. It is a thalamo-cortical activity. A pupil's ideals are his appreciations, his loves, what he really cares for. One of the finest of pedagogical arts is that of getting boys and girls to fall in love with many splendid things—music, art, literature, nature, native land, foreign peoples, splendid manners and character building ideals. Who shall teach us how best to do these wonderful things for our boys and girls?

Last and most important of all is the building up of a wholesome "social gallery" in the life of the individual. Who one is depends more than anything on whom one cares for. One's self-regarding sentiment, the essence of one's personality, centres around the individuals of one's social orientation. Here conscience has its seat, for boys and girls get their consciences from the social group they most respect. The human mind is necessarily and inescapably social, and the supreme work of the schools is to assist the pupil to come under the influence of a wholesome "social gallery." More specifically, if the worthy teacher can herself find a place in the sacred choir of a child's life, she will have done the greatest thing possible for her pupil.

Happy indeed the boys and girls of America who have teachers that are to them as Greek divinities to whom they daily pour out sincere libations, provided those teachers live always on the Olympic heights of character, surrounded by the eternal snows of purity and goodness, and reflect the unfading sunlight of intelligence and of righteousness. Thus and thus only, in the last analysis, shall we have our "better race of boys and girls and men and women in a better world."

Personal and Professional

GEORGE E. MYERS, professor of education, University of Michigan, nationally recognized as one of the wise and inspiring leaders in the specialized profession of Vocational Guidance, began his administrative professional service as principal of the branch of the Emporia State Normal School at Pittsburg, Kansas, in 1911. It was a turning point in the evolution of the institution so that his term of service was limited to two years, but the institution with which he was associated for a short time has become under his successor, Dr. William A. Brandenburg, the most famous institution of its kind, professional and industrial, and Dr. Myers has become one of the leading professional industrialists in the country.

ALLAN S. WHITNEY, dean of education, State University of Michigan, Ann Arbor, who has piloted the first School of Education in the first State University of America successfully and delightfully for several years, has tendered his resignation, which has been accepted to take effect on July 1, 1929, and in recognition of his exceptional service in several administrations he has been granted a year's leave of absence. During the year the School of Education will be administered by an advising and administrative committee composed of Professor J. B. Edmonson (chairman), Raleigh Schorling and George A. Myers.

J. A. VAN DYKE, superintendent of Coleraine, on the Mesaba Range in Northern Minnesota, was the first superintendent of the city, built all the school plants and established a modern school system. Last year after nineteen years of service he resigned, and the Board of Education voted a continuance of his salary. He has two classes in the Junior College. He created the first Junior College in the Range. The chairman of the Board of Education, Mr. King, has been chairman of the Coleraine Board of Education for nineteen years, which is probably the record for the United States.

HARRIET E. TOWNE, director, Child Welfare Bureau, public schools, Lincoln, Nebraska, is eminently serviceable in preventing good children and young people going to the bad, and is rescuing children, bad by nature or because of environment. We give two of innumerable cases on record: "One of our social workers has taken a girl whom the probation officers considered the most incorrigible girl that they had ever had at the Detention Home. Her teachers considered her inferior and not worth consideration. She was selfish, wilful and inconsiderate, dishonest, and often displayed a mulish disposition. But after two and one-half years of guidance and training she is now a high school junior, was elected to the Student Council by the popular vote of her class, and heads up many of the committees for school activities. She now hopes herself to finance all expenses for her senior year and intends to go on to the university. The girls with whom she associated when this worker took her were considered more promising than this child, but are now the worst cases in our correctional institutions. They were bright girls who have been allowed to misdirect their energy. Efforts to prevent splendid material from going to the human scrap heap are more than worth while. It is better and easier to build right in the first place, but it is also interesting to know what can be accomplished by taking human material which has already been scrapped and making something useful of it."

A. LINCOLN FILENE, of William Filene's Sons Company, Boston, was the first business man in the country to pledge his company to a wholehearted financial support of an executive secretary of the Vocational Bureau of Boston, the first in the United States. No other business man has done more to promote all phases of co-operation of business and education, local and national, than has A. Lincoln Filene.

EDWARD RYNEARSON, director of vocational guidance in the public schools of Pittsburgh, Pennsylvania, has been the chief promoter of this work in that city since 1913, when he was a high school principal. He has rarely missed a meeting of the National Education Association for more than a quarter of a century or a meeting of the National Vocation Association since its organization.

E. A. KIRKPATRICK, after thirty years of service in the State Normal School at Fitchburg, Massachusetts, is retiring this year. He will continue to reside in Leominster, Mass. At present he is revising his well-known work on child study. One of his chief interests is ethics as related to sociology and other sciences, and his time will be occupied with writing in that field, with working in his garden, and perhaps with some part-time lecturing in colleges, universities and conventions.

ADELLA NATION, librarian, State College, Pittsburg, Kansas, is the only member of the faculty who has been in service there for the entire twenty-five years of the school's activity, and at the recent quarter centennial the other members of the faculty expressed their affectionate appreciation by a beautiful recognition gift.

EDUCATION IN ACTION

Training Youths For Economists

A new generation of trained economists, who have already practiced their thrift precepts in accumulating more than $23,000,000 of savings, is growing up in the public schools of the United States, according to savings bankers of this country. Education of children by means of school banks has become one of the most important steps in the instructional system, these men believe. Boys and girls who used to spend all their pennies for lollipops and popcorn have been converted in large measure to the practice of saving. Public schools in all parts of the United States, the bankers reported, are giving children instruction in the value of money, a practical instruction which other generations learned only by experience.

Investments by Boys Taking Farm Courses

Farm boys in the rural high schools of Missouri are succeeding financially through the use of approved farm practices in the handling of their home projects in vocational agriculture, according to the Chief of the Agricultural Education Service, Federal Board for Vocational Agriculture, Dr. C. H. Lane. A survey recently made in 111 schools, Dr. Lane says, shows that in addition to investment in crops, livestock, machinery, fertilizer and land, 546 out of 3,084 boys had $37,718.57 on deposit in checking accounts; 280 boys had $48,178.65 in savings accounts; and 167 boys had $145,806.05 in stocks and bonds. The amount of the investment increases in proportion to the time spent in vocational courses, according to Dr. Lane.

Home Economics Teaching Expands

No longer limited to instruction in cooking and sewing, home economics education is concerning itself with the business of keeping people fit and helping them to live long and efficiently as well as developing good citizens. In Washington, Denver, San Francisco, Cleveland, Baltimore, Detroit and other cities research studies have been made to determine the extent of household activities in various localities and ways in which high school girls may be trained to appreciate and contribute to their homes. On the findings of such studies the new conception of home economics education is based. Somewhere the ebbing of the tide of influence exerted by the American home must be stemmed, as one city superintendent of public schools puts the situation. The teaching of home economics is consequently more and more seriously considered as the means to that end, and the departments are expanding in directions hardly considered as within their scope until recently.

Veteran Exeter Teacher Retires

Professor James A. Tufts, who has been a member of the Philips Exeter Academy faculty as a professor of English for the last fifty years, has been made professor emeritus, and thereby completes his teaching services at the institution. The announcement was made by Dr. Lewis Perry, headmaster, who paid the professor a touching tribute. Dr. Perry said that for fifty years he had run true, and that "only the eagle could teach the young eaglets how to fly." A retirement fund of $50,000 for Professor Tufts is being raised among the alumni of the school.

See Advantages In Schools' Flexibility

Flexibility is one of the features of American public school systems which has chiefly impressed a group of twenty-five German educators who are completing a three months' study tour in the United States, according to Franz Hilker, director of the art department of the Central Institute for Education in Berlin, and spokesman for the party. By flexibility Herr Hilker means the facility of schools for giving pupils an all-around view of learning, academic, commercial, art and shop work, and permitting transfer from one of these branches to another without serious loss of time. This characteristic, he believes, might well be adopted in some measure in the German schools, which now begin their specialization very early and make sharp differentiation between academic schools leading to the universities and vocational schools leading to early employment.

Morals Handbook For Nebraska Pupils

A "Handbook of Morals," authorized by the Nebraska State Legislature, and compiled by Charles W. Taylor, State Superintendent of Public Instruction, has been printed for use of the teachers of the public schools. The book maps out a complete course of study in character education. "Tobacco narcotizes one's mental and moral sensitiveness, injures the heart, and makes one a slave. Be free" is dictum No. 48 under the subhead "Morals." Some of the questions asked of the teachers are: "Should a schoolboy be punished for throwing rinds at young ladies?"; "Can drunkenness or murder ever be considered moral acts?"; "How can it be found whether cigarette smoking is or is not good for both sexes?"; "How would you inspire a boy to quit smearing the blackboard when erasing it?" Older students can, by using the "self-measurement" scale, very quickly determine whether or not they come up to "standard." "Close contact" dancing is placed under the ban and three or four pages of the "Handbook of Morals" are used in telling the students why that style of dancing is not good for them. "The problem of the senior high school is how to long-circuit primitive man and primitive woman into Robert Brownings and Elizabeth Barretts," says the little book. "It is close bodily contacts between the sexes that provokes the 'call of the wild' and sets at liberty the dragon of desire when no St. George is at hand."

High Value Placed On School Music

Music should receive the same recognition in high school curriculums as literature, history or mathematics, according to Dr. John Erskine, president of the Juilliard School of Music, before the Music Industries convention in New York City. An opportunity for the study of music, he declared, is one of the requirements for ultimate happiness and prosperity of any country. "We must recognize the factors which constitute our special problem in America before we can make progress in musical education in this country," Dr. Erskine said.

Urges Training for Matrimony

Training in matrimony in our high schools is the need of the nation, according to Superior Judge Walter S. Gates, Los Angeles, who has heard more than 7,500 marital actions in the past two years. "Marriage is entered into too lightly; it should be regarded as a sacred covenant rather than a civil contract," Judge Gates said. "It is high time we had a course in marital economics in high school to teach the sacredness, the duties and the responsibilities of marriage."

Professor Urges School Until 18

American boys and girls should attend school until they are eighteen years old, declares George D. Strayer, professor of education at Teachers College, Columbia University. If the necessity of financial support is paramount the school must provide continuation classes giving from four to eight hours a week of instruction in daylight in order that the working boy and girl may have a square deal, he says. The greatest single thing that education ever does for anybody is to give confidence and skill in order that success may be achieved in some particular field of endeavor.

Teachers' College Keeps Its Jubilee

The Maria Grey Training College, the oldest institution in Great Britain for the training of teachers in secondary schools, has recently celebrated its fiftieth anniversary. The college was started in 1878 by the Teachers' Training and Registration Society, a body which had grown out of the Women's Education Union, when a need was felt for a training college for teachers for the girls' schools. At the time when the college was opened public money was not available for the training of teachers, except for those who were to be teachers in elementary schools. The Maria Grey College therefore was largely dependent on voluntary contributions. A "Pageant of the Woman Teacher" was presented by the students, which showed in scenes prepared from original sources the role of women in teaching from the Middle Ages to the present day.

Game Preserve For Oberlin College

Purchase of fifty-five acres of land eleven miles from Oberlin, O., to be improved and used as a hunting and fishing ground for men students was approved by the Board of Trustees of Oberlin College. It is believed this is the first time any college has made such provision for recreation for its students. The land is considered a good hunting and fishing locality and additions to its natural advantages are planned.

Newsboys Get Scholarships

Five newsboys whose school records have been consistently good received scholarships of $200 each when they graduated from Boston high schools in June. The awards were made from the Harry E. Burroughs Newsboys Foundation. Superintendent Jeremiah E. Burke and the school committee, together with members of the foundation, selected those boys who, while attending high school, sold papers or engaged in similar street occupations as a means of gaining a livelihood. Applicants were recommended by headmasters of the various high schools. Recommendations were based on character, financial needs, adaptability and scholastic record. The scholarships may be used at any college or technical school selected by the boy after his plans and ambitions have been carefully talked over with him by the trustees of the foundation.

Rob Store For Education

Because he wanted to get an education and saw no way of getting it except by being sent to the reform school, Jess C. Jewell, a fifteen-year-old Wardsboro, Vt., lad, broke into the local general store, he told the judge in court next day. Residents near the store heard the crash of glass and a number of men armed themselves with clubs and revolvers. They formed a cordon around the store and called to the intruder to come out. The youth then calmly walked out into the arms of the sheriff. In the boy's possession were a watch, a number of pocket knives and other trinkets. Jewell came to Wardsboro from North Carolina about eight months ago. He declared that his father was not responsible for him in any way.

New Farm School Opened in Mexico

The fifth central school of agriculture in Mexico has just been inaugurated at Champusco, state of Puebla, and will serve as a technical and practical agricultural education centre for some 200 young men, the sons of farmers in the states of Puebla, Mexico, Guerrero and Texacala. The school was opened by President Calles with ceremonies attended by several thousand people including high government officials. This school is modern in every respect and its faculty includes some of the best known agricultural experts in Mexico. Building and equipment represents an investment of more than $150,000, and the school plant occupies a tract of about 750 acres. The government plans to open two more similar schools next month, one in the State of Mexico and the other in the State of Chihuahua.

Latin-American Study Courses Introduced

Courses in Spanish-American and Latin-American literature are being introduced in a number of colleges in the United States, the Bureau of Education reports. A chair of Spanish-American literature has recently been established in Yale University. In the majority of courses in the department instruction is given from the Spanish-American point of view. A chair of Spanish-American literature has been established at Stanford University, California, and a chair of Latin-American literature at the University of Texas. Courses in Latin-American literature have also been introduced in connection with the study of Spanish in a number of colleges, according to the bureau.

Civics Class Has World Correspondence

Civics class in the public school of Marion, Mass., has been linked in an unusual manner with governments in the world outside the classroom. Framed portraits of President and Mrs. Coolidge, inscribed "To the children of Marion," hang upon the walls with autographed pictures of premiers and presidents and kings of other lands. A bookcase contains reference works contributed by a dozen nations. This out-of-the-ordinary schoolroom collection is the idea of Miss Ruth S. White, a teacher, who believes that the way to hold the interest of her chil-

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Pennie	.60	Dan's Boy	.60
Allspice	.55	Anita	.65
Clematis	.60	Who Knows	.50
Pathways	.90		

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dren is to help them collect first hand information about the subject in their books. Miss White's children have written to premiers, kings and politicians for information about their countries and advice on civic problems. The response has brought together an extensive collection of pictures, letters and books. "Truly great people have invariably answered requests from the school children more willingly than those of lesser importance," Miss White said. "Above all else it has taught the youngsters to go ahead and do things for themselves instead of to rely exclusively on their teacher and their books."

Music Appreciation Heightened by Contests

Music is being made a more vital factor in the activities of the young people of South Dakota through an annual state-wide music contest, in which more than 4,000 high school musicians compete for honors. Twenty-five schools sent about 800 students to Brookings early in May for the district competition, one of the five held. The growing enthusiasm for this event is shown by comparing this year's participation with the eleven schools which sent pupils in 1925 and eighteen in 1926. A final state contest is held, in which district winners compete for state honors. The contest is sponsored by the state educational institutions of South Dakota. Since inaugurated in 1925 it has been responsible for immense forward strides in the high schools toward an appreciation of the value of music in a well-balanced education. Though the high school music contest idea has been gaining in scope and recognition in many states, it has enabled South Dakota to take a place in the front rank.

Hoover's Teacher A Proud Woman

Of all the millions of people who tuned in by radio on the Republican Convention at Kansas City, probably not one except Mrs. Herbert Hoover awaited the outcome more eagerly and hailed the nomination with greater delight than an elderly woman in West Branch, Iowa. Mrs. J. K. Carran—then Miss Millie Brown—taught the eight-year-old Herbert Hoover and cherishes the memory of the days when the studious and ambitious little orphaned son of the village blacksmith was beginning his career. "Gratitude is one of Herbert Hoover's strong traits," Mrs. Carran declared. "He referred to me as his 'sweet-faced, patient teacher' in a talk he gave in Washington not long ago. It paid me for all the trouble I ever took with him, that he should remember me that way through all these years."

TREND OF THE TIMES

BIGGEST SHIP in the world was begun recently at shipyards in Belfast when the keel was laid for a giant White Star liner to cost $30,000,000. She will be more than 1,000 feet long, with a beam of 100 feet and tonnage of about 60,000. The ship will not be ready for sailing until 1932. She will be named the Oceanic. The Leviathan of the United States Lines is 907 feet long and has a 100-foot 3-inch beam with 59,957 gross tonnage.

PASSENGER FLYING in the United States is far behind Europe, says the New York Trust Company. There are a number of reasons given for this: Aviation is not subsidized in this country as in Europe; the American railroad service between important cities is so efficient that the airplane could not save any large amount of time except by night flying, for which it is not yet considered completely adapted, and on the American continent a transcontinental train is not halted by the exigencies of traffic barriers and customs duties.

CHARACTER QUALIFICATIONS for the practice of law were favored almost unanimously, and establishment of state judicial councils to improve the law, recognition of business arbitration, increased authority for trial judges and acceptance of less than unanimous verdicts by juries were endorsed in a vote taken by the National Economic League among some sixty judges, lawyers, law professors and laymen.

THE WORDS "port" and "starboard," in use for generations, were unanimously recommended for deletion from the nautical dictionary in favor of the prosaic "left" and "right" by the representatives of fourteen nations at a session of the International Shipping Conference held in London.

HERBERT HOOVER, Republican nominee for the Presidency, is learning that the life of a candidate is hard. The last vestiges of privacy have departed from his regular round. Photographers with tripods camp outside the office of the Department of Commerce building and follow him when he journeys to and from his office. As he drives through the streets people easily recognize the official car and applaud as he passes by. In Washington he has the reputation of being a modest and somewhat shy man. What he thinks of the new position is not known.

REPUBLICAN CONVENTION radiocast cost approximately $1.07 a second, according to figures made public by M. H. Aylesworth, president of the National Broadcasting Company. The radio bill for Kansas City convention was $77,000, and the actual proceedings lasted twenty hours, or 72,000 seconds. The entire expense, Mr. Aylesworth said, is being borne by his company and the forty-two associated stations.

BUSINESS PROSPERITY in the United States is largely confined to the one-ninth of one per cent. of the country's corporations which have a net income of $5,000,000 a year or more, according to President Magnus W. Alexander of the National Industrial Conference Board. The average net income of 99.89 per cent. of the manufacturing corporations—that is, of all those with less than $5,000,000 net income in 1925—was nearly eleven per cent. smaller in 1925 than in 1923. The other group, comprising ninety-five plants out of the total of 89,674 companies making returns for 1925, shows a gain of 25.4 per cent. over 1923.

BOY SCOUTS of America recently celebrated eighteenth birthday amid the editorial plaudits of the whole country. There was no diversity of opinion on the value and influence of this greatest of all gangs. There are 625,413 boys in the ranks and the adult workers among them number 189,053. The boy scout movement was founded in Great Britain by General Sir Robert Baden-Powell in 1907 and it was introduced in this country three years later.

TOURISTS who lately drove long distances in France remark that even in small provincial towns hotels have installed baths and running hot water, and that five-course luncheons, "vin compris," are being served for five persons for a total of seventy-six cents.

WIRELESS TELEPHONY, the elimination of space and time in communication, not to speak of the television of the future, have reached such a point, according to French experts, that something must be done to prevent private communications becoming the property of everybody equipped with a receiving apparatus. They are already directing their efforts toward a solution of this important situation.

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GRINS BETWEEN GRINDS

Her Run

Two young actresses were talking about a third.

"Do you really think she's popular?" asked one.

"Popular!" said the other. "Why, the longest run she ever had was in her stocking."—Tit-Bits, London.

A Gentle Reminder

Mr. Smith (after getting hit by a car)—"I know now what it was Sarah wanted me to buy her. Sarah wanted me to buy her a nut cracker."—Boston Globe.

Envious

Hubby—"It was terrible! One woman had to escape down a rainspout at the back of the house!"

Wifey—"Oh, how lovely to be as thin as that!"—Open Door.

Real Accomplishments

A father and mother last year sent their small son to a private school for boys. Naturally they were eager to have their young hopeful get on as rapidly as possible in the matter of acquiring education. The boy had been at the school only a short while when in answer to the question: "How are you getting on in acquiring knowledge?" the boy replied:—

"I'm doing fine! I've got so I can turn a somerset without putting my hands on the ground, and I can stand on my head without putting my feet against a tree, and I'm now learning to wiggle my ears."

Deficient But Efficient

Passerby—"What's the fuss in the school yard, boy?"

The Boy—"Why, the doctor has just been around examinin' us an' one of the deficient boys is knockin' the everlastin' stuffin' out of a perfect kid."

No Complaint

"How long in jail fo', Mose?"

"Two weeks."

"What am de cha'ge?"

"No cha'ge, everything am free."

Try to Do It

An American said to an Irishman: "In America we have a hen that laid an egg six inches long."

"In Ireland we can beat that," replied the Irishman.

"How?" inquired the American.

"With an egg-beater," calmly answered the Irishman.

To Let

First Soph—"Why do freshmen resemble real estate?"

Second Ditto—"Why?"

First Soph—"Because they're a vacant lot."

Where?

He—"You must economize! Think of the future. If I were to die, where would you be?"

She—"I should be here all right. The question is—where would you be?"

Keeping Quiet

A child of four was being escorted to Sunday school for the first time by her father, who was a superintendent. He impressed on her the need of silence and stillness.

For several minutes she pondered his words, and then piped:—

"Daddy, may I breave, please?"—London Tit-Bits.

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No Coaching

Vaughan S. Blanchard of Detroit has made an unusual experiment in high school basketball.

The plan is educationally sound. It is very much in the nature of an examination. The coach handles his team throughout the week, teaching it strategy and plays, but the players think for themselves when they get into games—just as they have to when they are taking examinations in any of their studies.

You never heard of a teacher helping a student during an examination. The same should hold true in athletics.

The no-coaching system develops leadership. It makes boys study their own problems when they meet up with them in games and makes them more than the mechanical players they are when a coach is directing them.

When I suggested the no-coaching plan to the high school directors and coaches last fall it met with considerable opposition. I said then that competitive athletics, as handled under the old system, had failed to teach leadership, develop initiative or encourage players to think for themselves; that to remedy this condition it was best to 'give the games back to the boys.'

I also maintained that if our athletic program is ultimately to attain that which we claim for it, namely, better citizenship and all that better citizenship implies, the program must be laid down along educational lines.

What I said then I still maintain and believe. The system may not have proved a success in individual cases, but it should aid in developing better athletes and better students in our schools in the coming years.

We are going back to the old plan of having coaches handle the games during the state tournament for the very good reason that the state schools have not taken up the no-coaching plan. Coaches will handle the Detroit teams for the same reason that generals handle armies against other armies manned by generals. Were the state schools sent to the tournament without coaches we would send our teams in the same way.

Should our no-coaching plan prove successful, however, it will not be long before Detroit teams will go into competition without coaches to handle them, regardless of what their opponents do. The plan still is too new for us to take this step at present, however.—H. H. Barcus, in Detroit News.

Eyesight of School Children

A report of the joint committee on health problems in education of the National Education Association and the American Medical Association, published by the National Society for the Prevention of Blindness; second edition; revised; sixty pages; illustrated. Available at cost, National Education Association, 1201 Sixteenth street, N. W., Washington, D. C., American Medical Association, 535 North Dearborn Street, Chicago, Ill., or National Society for the Prevention of Blindness, 370 Seventh avenue, New York, N. Y.

This report, prepared under the editorship of Dr. Thomas D. Wood, might well be in the hands of all teachers, nurses and doctors concerned with testing the sight of school children or promoting eye hygiene.

Its purpose is to give information, advice and practical directions that will promote the conservation of vision of school children.

In addition to the material given in the first edition, a chapter on school lighting has been added, giving in a non-technical form suggestions based on the Code of Lighting School Buildings. The eye chart formerly used has been considerably simplified and a very full description is given of testing the eyes with the Symbol E Chart. The adaptation of this chart for pre-school and first and second year children by making it a game of play shows that it can as readily be used for the little folk as for older groups.

Meetings To Be Held

JULY.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

8-10: Wisconsin Teachers Association, B. E. McCormick, 716 Beaver Bldg., Madison; Milwaukee, Wisconsin.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

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